



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10444 N 39th Avenue, Phoenix, AZ 85051

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Virginia Voinovich
Schedule : 07:30 AM to 03:30 PM
Grades : K-8
Web Address : www.wesd.k12.as.us
Phone Number : (602) 896-6300
Fax Number : (602) 896-6320
E-mail : vvoinov@al.wesd.k12.az.us

Mission

The mission of Abraham Lincoln Traditional School is to guide and challenge learning for students through an environment that stresses basic skills and values. The school philosophy centers on four cornerstones: parent involvement, dress code, basic skills curriculum and discipline. These four cornerstones are used as a standard framework for all decisions made concerning the school.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To work on focused and effective instruction by designing and implementing strategies, practices, and procedures that address the needs of diverse learners through differentiation within the traditional school philosophy.
- ü Teachers will focus on planning and instruction through learning teams.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.
- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 623
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 595

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology Curriculum
- ü Spalding Phonics, Open Court Reading
- ü Saxon Mathematics
- ü Six Traits Writing/Shurley Grammar
- ü Tutoring Program Before and After School
- ü Reading Counts Program
- ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Abraham Lincoln Traditional School strives to provide a safe environment, consistent and collaborative leadership, effective instructional practices, high expectations for student achievement, a welcoming community, encouragement for personal and professional development, and parent involvement.

Parents

Parents are responsible for providing a time and place for homework completion, ensuring student attendance and adherence to dress code, volunteering on or off campus, and supporting discipline policies. Parents are encouraged to participate in the Parent Leadership Council, the Site Council, and Guild leadership opportunities that support the education of the students.

Transportation Policy

ALTS is a school of choice within the Washington Elementary School District. Transportation to and from school is the responsibility of the parent.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Student Artwork Recognition	2005
ü Athletic Recognition	2003
ü Regional Spelling Bee	2002
ü Volunteer Program Recognition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2709	80010	100	100	99	473	435	447	NA	15	10	8	24	18	63	49	53	29	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1273	38935	100	100	99	473	435	447	NA	13	9	10	25	19	60	50	55	30	12	17
Male	32	1436	40974	100	100	98	473	435	448	NA	16	11	6	23	18	66	49	52	28	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	16	1275	34545	100	100	99	463	422	432	NA	20	14	6	30	24	81	46	53	13	5	9
Asian/Pacific Islander	--	85	2068	--	100	99	--	449	474	--	8	4	--	20	10	--	51	50	--	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	53	1071	35142	100	100	99	478	453	465	NA	8	5	8	17	11	58	54	56	34	21	28
Students with Disabilities	NC	385	10161	NC	100	93	NC	406	419	NC	35	28	NC	32	28	NC	28	36	NC	5	8
Students without Disabilities	65	2324	69849	100	100	100	476	439	451	NA	11	7	5	23	17	66	53	56	29	13	19
Limited English Proficient Students	NC	774	14013	NC	99	97	NC	409	413	NC	26	24	NC	36	34	NC	36	39	NC	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	22	1854	39029	100	99	98	470	426	432	NA	18	14	9	29	25	64	47	52	27	6	9
Non-Economically Disadvantaged	50	855	40981	100	100	100	475	455	462	NA	9	6	8	14	13	62	54	54	30	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2701	79438	100	100	98	482	438	451	1	14	9	14	29	24	63	51	56	22	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1271	38775	100	100	99	489	444	457	NA	11	7	13	28	22	58	53	58	30	8	13
Male	32	1430	40560	100	100	97	472	433	446	3	17	12	16	29	25	69	49	54	13	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	16	1272	34297	100	100	98	469	424	434	NA	19	14	25	36	31	63	42	50	13	3	5
Asian/Pacific Islander	--	85	2063	--	100	99	--	453	475	--	6	3	--	28	15	--	56	63	--	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	53	1068	34887	100	100	98	488	456	471	NA	8	4	11	20	15	62	61	63	26	11	18
Students with Disabilities	NC	377	9588	NC	99	88	NC	399	416	NC	43	30	NC	30	32	NC	24	34	NC	3	5
Students without Disabilities	65	2324	69850	100	100	100	485	444	456	2	10	7	9	28	23	68	55	59	22	7	12
Limited English Proficient Students	NC	774	13856	NC	99	96	NC	406	407	NC	28	27	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	22	1849	38685	100	99	97	471	429	435	5	17	14	9	33	32	68	46	50	18	4	5
Non-Economically Disadvantaged	50	852	40753	100	100	99	486	458	467	NA	7	5	16	19	16	60	62	62	24	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2700	79971	100	100	99	441	413	423	3	11	8	33	43	41	57	44	49	7	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1272	38974	100	100	99	456	427	437	NA	7	5	28	36	33	63	53	57	10	3	4
Male	32	1428	40895	100	100	98	424	401	410	6	13	10	41	50	47	50	36	41	3	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	16	1269	34481	100	99	99	439	403	410	6	13	10	31	47	46	50	39	43	13	1	1
Asian/Pacific Islander	--	85	2067	--	100	99	--	428	449	--	8	4	--	31	28	--	60	60	--	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	53	1069	35150	100	100	99	443	426	437	2	7	5	32	38	35	60	51	56	6	3	5
Students with Disabilities	NC	382	10258	NC	100	94	NC	355	377	NC	33	23	NC	48	51	NC	18	25	NC	1	1
Students without Disabilities	65	2318	69713	100	100	100	440	422	429	3	7	5	35	43	39	54	48	52	8	2	3
Limited English Proficient Students	NC	772	13985	NC	99	97	NC	387	382	NC	18	18	NC	52	54	NC	30	27	NC	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	22	1850	38994	100	99	98	435	405	409	NA	12	10	45	48	47	55	39	41	NA	1	1
Non-Economically Disadvantaged	50	850	40977	100	100	100	444	431	437	4	7	5	28	34	34	58	55	56	10	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2820	80147	99	100	99	504	468	482	5	14	11	5	22	17	58	49	49	33	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1371	39281	97	100	99	506	469	483	NA	12	9	6	24	17	59	50	50	34	15	24
Male	34	1448	40780	100	100	98	502	468	482	9	16	12	3	21	17	56	48	48	32	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	NC	1209	33494	NC	100	99	NC	455	466	NC	19	15	NC	27	23	NC	44	49	NC	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	47	1220	36122	98	100	99	506	484	501	4	8	5	4	16	10	57	53	50	34	23	35
Students with Disabilities	NC	447	10295	NC	99	92	NC	436	443	NC	36	33	NC	28	26	NC	31	33	NC	5	8
Students without Disabilities	61	2373	69852	98	100	100	505	474	488	5	10	7	5	21	16	56	52	51	34	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	1837	38371	94	99	97	480	458	465	13	17	15	13	26	23	63	47	49	13	9	13
Non-Economically Disadvantaged	50	983	41776	100	100	100	511	487	498	2	7	6	2	15	11	56	52	49	40	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2816	79686	99	100	98	495	458	470	2	15	11	15	29	24	71	52	57	12	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1372	39163	97	100	99	504	463	475	NA	12	9	13	28	22	75	55	60	13	5	10
Male	34	1443	40438	100	99	97	487	453	465	3	18	13	18	29	25	68	49	54	12	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	NC	1208	33299	NC	100	98	NC	443	452	NC	21	17	NC	35	32	NC	43	47	NC	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	47	1216	35914	98	99	98	498	475	489	2	9	5	15	21	15	68	62	67	15	8	14
Students with Disabilities	NC	442	9808	NC	98	87	NC	418	432	NC	46	35	NC	31	32	NC	23	30	NC	1	3
Students without Disabilities	61	2374	69878	98	100	100	498	465	475	NA	10	8	16	28	23	70	57	61	13	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	1839	38095	94	99	97	472	447	452	NA	19	17	38	34	32	63	46	48	NA	2	3
Non-Economically Disadvantaged	50	977	41591	100	100	99	502	479	486	2	8	6	8	20	16	74	63	65	16	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2835	80372	100	100	99	489	465	475	1	7	4	27	34	30	70	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1378	39452	100	100	99	500	479	488	NA	4	3	18	28	22	79	67	72	3	2	3
Male	34	1456	40836	100	100	98	478	451	464	3	9	6	35	39	37	62	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	NC	1213	33608	NC	100	99	NC	453	462	NC	9	6	NC	39	36	NC	51	57	NC	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	48	1230	36213	100	100	99	498	477	489	NA	4	2	21	29	22	77	65	72	2	1	3
Students with Disabilities	NC	457	10526	NC	100	94	NC	414	427	NC	21	15	NC	53	53	NC	26	31	NC	NA	1
Students without Disabilities	62	2378	69846	100	100	100	490	474	482	2	4	3	27	30	26	69	65	69	2	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	17	1850	38521	100	100	98	480	455	461	NA	8	6	47	39	38	53	52	55	NA	1	1
Non-Economically Disadvantaged	50	985	41851	100	100	100	492	483	489	2	4	3	20	24	22	76	70	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2774	79306	100	100	99	532	487	504	3	19	13	6	26	20	55	45	49	36	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1319	38845	100	100	99	528	488	505	4	17	11	11	28	20	56	46	50	30	9	18
Male	39	1453	40383	100	100	98	535	487	504	3	21	14	3	25	19	54	44	47	41	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	NC	1226	32673	NC	100	99	NC	473	487	NC	25	18	NC	32	25	NC	39	46	NC	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	--	98	4034	--	99	97	--	478	479	--	20	22	--	33	29	--	43	43	--	4	7
White	49	1191	36234	100	99	99	530	503	523	2	13	6	6	19	13	59	53	52	33	16	28
Students with Disabilities	NC	459	10286	NC	99	91	NC	452	462	NC	49	41	NC	31	27	NC	18	27	NC	3	5
Students without Disabilities	62	2315	69020	100	100	100	534	494	510	NA	13	9	6	25	18	58	50	52	35	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	18	1788	37437	100	99	97	532	476	486	6	23	19	6	31	26	56	41	46	33	5	9
Non-Economically Disadvantaged	48	986	41869	100	100	100	532	507	521	2	12	7	6	17	14	54	53	51	38	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2772	79000	100	100	98	516	478	489	NA	14	10	17	28	24	65	53	58	18	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1319	38774	100	100	99	517	484	494	NA	10	7	11	26	22	70	58	61	19	6	10
Male	39	1451	40150	100	100	98	515	473	485	NA	18	12	21	30	25	62	48	55	18	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	NC	1225	32508	NC	100	98	NC	465	472	NC	19	15	NC	36	33	NC	43	49	NC	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	--	98	4016	--	99	96	--	463	467	--	17	14	--	32	37	--	51	46	--	NA	2
White	49	1190	36135	100	99	98	516	494	508	NA	9	4	16	19	14	65	63	67	18	9	15
Students with Disabilities	NC	457	9991	NC	98	88	NC	440	449	NC	42	33	NC	36	36	NC	20	29	NC	1	2
Students without Disabilities	62	2315	69009	100	100	100	518	485	495	NA	9	6	15	26	22	68	59	62	18	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	18	1787	37234	100	99	97	512	469	472	NA	17	15	22	33	33	72	48	50	6	2	3
Non-Economically Disadvantaged	48	985	41766	100	100	99	518	496	505	NA	9	5	15	19	16	63	61	65	23	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2787	79611	100	100	99	519	484	496	2	10	7	29	39	37	70	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1321	39016	100	100	99	530	503	511	NA	6	4	19	31	29	81	63	66	NA	0	1
Male	39	1464	40519	100	100	98	512	467	482	3	14	10	36	46	44	62	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	NC	1231	32855	NC	100	99	NC	471	481	NC	13	10	NC	44	43	NC	43	47	NC	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	--	99	3992	--	100	96	--	476	478	--	8	10	--	53	46	--	39	44	--	NA	0
White	49	1198	36380	100	100	99	522	498	511	NA	7	4	29	33	30	71	60	65	NA	0	1
Students with Disabilities	NC	471	10664	NC	100	94	NC	426	440	NC	27	23	NC	56	54	NC	17	22	NC	NA	1
Students without Disabilities	62	2316	68947	100	100	100	521	495	504	2	6	4	27	35	34	71	58	61	NA	0	1
Limited English Proficient Students	NC	473	10362	NC	99	97	NC	428	438	NC	25	22	NC	56	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	18	1799	37626	100	100	98	495	475	479	6	11	10	33	42	45	61	46	45	NA	0	0
Non-Economically Disadvantaged	48	988	41985	100	100	100	529	500	511	NA	7	4	27	32	30	73	61	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2675	79327	100	100	98	545	505	518	NA	25	19	12	22	20	65	43	46	23	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1240	38961	100	100	98	539	507	520	NA	23	16	14	21	20	73	46	48	14	10	16
Male	21	1435	40295	100	100	97	551	504	516	NA	26	21	10	22	19	57	40	44	33	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	NC	1153	32327	NC	99	98	NC	488	499	NC	34	27	NC	26	25	NC	35	41	NC	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	--	114	4391	--	100	96	--	491	489	--	32	32	--	29	27	--	34	36	--	4	4
White	31	1151	36373	100	100	98	550	526	538	NA	14	10	10	17	14	61	50	52	29	19	25
Students with Disabilities	--	339	9321	--	98	87	--	461	467	--	61	54	--	20	22	--	17	21	--	2	3
Students without Disabilities	43	2336	70006	100	100	100	545	511	524	NA	19	14	12	22	19	65	46	49	23	12	18
Limited English Proficient Students	--	408	9431	--	99	95	--	456	466	--	64	53	--	24	27	--	11	18	--	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	12	1696	37097	100	99	97	542	492	498	NA	31	27	8	24	25	75	39	41	17	6	7
Non-Economically Disadvantaged	31	979	42230	100	100	99	546	528	535	NA	14	11	13	17	15	61	49	50	26	20	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2672	79501	100	100	98	533	490	497	NA	14	10	NA	27	25	91	56	60	9	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1239	39062	100	100	99	526	497	502	NA	11	8	NA	25	23	100	60	64	NA	4	5
Male	21	1433	40368	100	100	98	540	484	491	NA	16	13	NA	29	27	81	52	57	19	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	NC	1152	32389	NC	99	98	NC	473	478	NC	21	16	NC	34	34	NC	43	48	NC	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	--	114	4401	--	100	96	--	480	473	--	14	17	--	41	40	--	44	43	--	1	1
White	31	1150	36446	100	100	99	539	509	516	NA	6	4	NA	18	15	87	70	73	13	7	7
Students with Disabilities	--	336	9411	--	97	88	--	448	453	--	46	36	--	32	36	--	20	26	--	1	1
Students without Disabilities	43	2336	70090	100	100	100	533	496	502	NA	9	7	NA	26	24	91	61	65	9	4	5
Limited English Proficient Students	--	407	9401	--	99	94	--	437	443	--	50	40	--	39	46	--	11	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	12	1694	37183	100	99	97	527	478	479	NA	18	16	NA	33	34	100	48	49	NA	1	1
Non-Economically Disadvantaged	31	978	42318	100	100	99	535	510	513	NA	7	5	NA	18	17	87	68	70	13	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2680	80000	100	100	99	607	561	564	NA	4	3	NA	10	11	74	78	75	26	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1239	39288	100	100	99	613	579	579	NA	2	2	NA	5	6	68	81	77	32	13	16
Male	21	1441	40644	100	100	98	600	546	549	NA	5	4	NA	15	15	81	75	74	19	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	NC	1152	32672	NC	99	99	NC	549	548	NC	5	4	NC	12	14	NC	78	76	NC	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	--	114	4424	--	100	97	--	570	549	--	NA	3	--	6	14	--	88	77	--	6	5
White	31	1156	36602	100	100	99	612	575	579	NA	2	2	NA	9	7	68	76	75	32	13	16
Students with Disabilities	--	345	9919	--	100	93	--	504	505	--	10	9	--	33	35	--	54	54	--	3	2
Students without Disabilities	43	2335	70081	100	100	100	607	569	571	NA	3	2	NA	7	7	74	81	79	26	9	12
Limited English Proficient Students	--	405	9571	--	98	96	--	495	502	--	14	10	--	24	29	--	62	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	12	1700	37534	100	99	98	607	551	547	NA	4	4	NA	12	15	67	78	76	33	6	5
Non-Economically Disadvantaged	31	980	42466	100	100	100	606	578	578	NA	3	2	NA	7	7	77	77	75	23	14	16

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	2599	78546	100	99	97	585	533	543	NA	19	15	9	19	18	57	51	52	34	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1279	38645	100	99	98	585	535	545	NA	17	13	7	19	18	63	53	54	30	11	15
Male	26	1320	39792	100	99	97	584	532	542	NA	21	17	12	19	17	50	49	50	38	11	15
African American	NC	193	4205	NC	98	97	NC	516	524	NC	30	22	NC	23	22	NC	41	49	NC	7	7
Hispanic	11	1052	31177	100	99	97	576	517	524	NA	26	22	9	24	23	45	46	48	45	5	7
Asian/Pacific Islander	NC	80	1940	NC	100	99	NC	559	580	NC	9	5	NC	10	9	NC	64	53	NC	18	33
American Indian/Alaskan Native	NC	94	4689	NC	96	95	NC	528	515	NC	17	28	NC	22	25	NC	53	43	NC	7	4
White	37	1180	36450	100	99	97	584	549	563	NA	12	7	11	16	12	62	57	57	27	16	23
Students with Disabilities	NC	308	8093	NC	95	82	NC	482	489	NC	53	50	NC	26	24	NC	17	23	NC	4	2
Students without Disabilities	52	2291	70453	100	100	100	586	539	549	NA	14	11	8	18	17	58	56	56	35	12	16
Limited English Proficient Students	--	384	9323	--	96	94	--	486	491	--	54	47	--	23	28	--	22	24	--	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	10	1299	34694	100	98	96	NA	523	524	NA	22	23	NA	23	23	NA	49	48	NA	6	7
Non-Economically Disadvantaged	43	1300	43852	100	100	99	586	544	559	NA	16	10	9	16	13	56	53	56	35	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	2609	79045	100	99	98	552	504	512	NA	12	10	4	29	25	77	54	58	19	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1283	38860	100	99	98	562	511	519	NA	9	7	NA	26	22	78	58	62	22	7	8
Male	26	1326	40075	100	100	97	541	496	505	NA	15	12	8	32	28	77	50	54	15	3	6
African American	NC	195	4250	NC	99	98	NC	492	500	NC	15	12	NC	36	31	NC	45	54	NC	4	3
Hispanic	11	1054	31314	100	99	98	541	486	493	NA	19	16	9	37	34	82	42	48	9	2	2
Asian/Pacific Islander	NC	80	1949	NC	100	99	NC	520	536	NC	3	4	NC	23	15	NC	65	66	NC	10	15
American Indian/Alaskan Native	NC	94	4719	NC	96	96	NC	495	489	NC	12	15	NC	36	39	NC	48	45	NC	4	2
White	37	1186	36730	100	100	98	552	520	532	NA	6	4	3	21	16	78	66	68	19	7	12
Students with Disabilities	NC	318	8552	NC	98	87	NC	457	463	NC	37	35	NC	42	40	NC	18	23	NC	3	1
Students without Disabilities	52	2291	70493	100	100	100	553	509	517	NA	9	7	4	27	24	77	59	62	19	5	8
Limited English Proficient Students	--	384	9355	--	96	95	--	451	456	--	40	37	--	49	48	--	10	15	--	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	10	1299	34922	100	98	96	NA	494	493	NA	14	15	NA	35	34	NA	48	48	NA	4	3
Non-Economically Disadvantaged	43	1310	44123	100	100	99	553	513	527	NA	10	6	5	24	18	77	60	66	19	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	2643	79657	100	100	99	596	559	566	NA	5	3	NA	10	8	94	84	87	6	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1293	39120	100	100	99	603	575	580	NA	3	2	NA	6	4	93	90	92	7	2	2
Male	26	1350	40423	100	100	98	587	543	553	NA	7	5	NA	14	12	96	79	83	4	1	1
African American	NC	199	4290	NC	100	99	NC	545	560	NC	8	4	NC	14	9	NC	77	86	NC	1	1
Hispanic	11	1067	31642	100	100	99	594	543	552	NA	8	5	NA	13	11	91	79	84	9	0	0
Asian/Pacific Islander	NC	80	1948	NC	100	99	NC	581	589	NC	3	1	NC	4	3	NC	88	91	NC	6	4
American Indian/Alaskan Native	NC	96	4760	NC	98	97	NC	556	547	NC	4	5	NC	9	14	NC	84	81	NC	2	0
White	37	1201	36929	100	100	99	593	574	579	NA	2	2	NA	7	5	97	89	91	3	2	2
Students with Disabilities	NC	342	9069	NC	100	92	NC	500	508	NC	13	11	NC	35	30	NC	49	58	NC	3	1
Students without Disabilities	52	2301	70588	100	100	100	596	566	573	NA	4	2	NA	6	5	94	89	91	6	1	1
Limited English Proficient Students	--	393	9521	--	99	96	--	482	507	--	20	13	--	28	24	--	52	63	--	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	10	1321	35341	100	99	97	NA	552	551	NA	5	5	NA	11	12	NA	83	83	NA	1	0
Non-Economically Disadvantaged	43	1322	44316	100	100	100	598	566	578	NA	5	2	NA	8	5	93	85	90	7	2	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	2545	78400	98	98	97	574	544	554	7	25	21	11	21	19	68	45	47	14	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	1249	38686	100	99	98	590	545	554	NA	24	20	13	22	20	71	45	49	17	8	12
Male	20	1295	39636	95	98	96	556	543	554	15	27	23	10	21	18	65	44	46	10	8	13
African American	--	202	4193	--	100	97	--	525	533	--	36	32	--	26	23	--	34	40	--	4	5
Hispanic	NC	1003	30732	NC	97	97	NC	529	534	NC	34	31	NC	24	24	NC	39	40	NC	3	5
Asian/Pacific Islander	NC	76	1827	NC	97	99	NC	576	594	NC	11	8	NC	18	12	NC	49	49	NC	22	31
American Indian/Alaskan Native	--	82	4536	--	100	95	--	538	528	--	21	35	--	28	25	--	45	37	--	6	4
White	30	1181	37038	100	99	97	569	559	575	10	18	11	10	18	14	70	51	56	10	13	19
Students with Disabilities	NC	261	7840	NC	92	81	NC	496	498	NC	59	60	NC	22	18	NC	18	20	NC	1	2
Students without Disabilities	43	2284	70560	98	99	99	576	549	560	7	22	17	9	21	19	70	48	50	14	9	14
Limited English Proficient Students	NC	257	8956	NC	94	95	NC	496	502	NC	61	56	NC	22	25	NC	16	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	13	1229	33014	93	96	95	553	534	534	8	30	31	23	23	24	69	41	40	NA	6	5
Non-Economically Disadvantaged	31	1316	45386	100	100	99	583	553	569	6	21	15	6	20	15	68	48	52	19	11	18

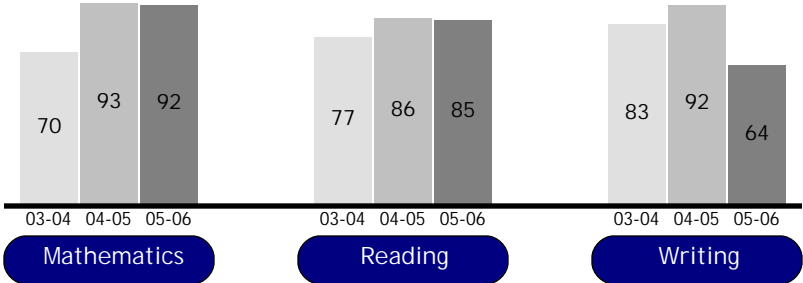
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	2545	79179	100	98	98	558	512	519	2	13	11	13	30	27	64	54	58	20	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	1248	38974	100	99	99	578	518	524	NA	10	8	4	28	25	63	57	61	33	5	5
Male	21	1296	40124	100	98	97	536	507	513	5	15	13	24	31	28	67	51	54	5	3	4
African American	--	201	4243	--	99	98	--	501	506	--	13	14	--	39	32	--	45	51	--	2	3
Hispanic	10	1005	30987	100	98	98	NA	497	498	NA	19	17	NA	36	36	NA	44	45	NA	1	1
Asian/Pacific Islander	NC	76	1832	NC	97	99	NC	525	543	NC	7	4	NC	29	17	NC	61	69	NC	4	10
American Indian/Alaskan Native	--	82	4573	--	100	96	--	502	494	--	12	16	--	34	41	--	52	42	--	1	1
White	30	1180	37467	100	99	98	560	527	539	3	8	5	17	23	17	57	63	70	23	6	8
Students with Disabilities	NC	258	8567	NC	91	88	NC	464	467	NC	40	39	NC	39	38	NC	21	22	NC	0	1
Students without Disabilities	44	2287	70612	100	99	99	560	517	524	2	10	7	11	29	25	66	58	62	20	4	5
Limited English Proficient Students	NC	257	9013	NC	94	95	NC	454	461	NC	50	40	NC	40	48	NC	9	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	14	1227	33345	100	96	96	551	503	499	NA	15	17	21	34	36	64	49	46	14	1	1
Non-Economically Disadvantaged	31	1318	45834	100	100	99	562	521	533	3	11	7	10	25	19	65	58	67	23	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	2563	79734	100	99	99	575	553	554	NA	4	3	4	17	19	93	78	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	1255	39243	100	99	99	593	567	568	NA	3	2	NA	11	12	96	85	85	4	1	1
Male	21	1307	40413	100	99	98	553	540	541	NA	6	4	10	23	26	90	71	70	NA	0	0
African American	--	207	4285	--	100	99	--	548	548	--	4	3	--	20	22	--	74	74	--	1	0
Hispanic	10	1009	31254	100	98	99	NA	539	539	NA	7	5	NA	22	25	NA	71	70	NA	0	0
Asian/Pacific Islander	NC	77	1837	NC	99	99	NC	580	579	NC	NA	1	NC	10	9	NC	86	87	NC	4	2
American Indian/Alaskan Native	--	81	4613	--	99	97	--	556	535	--	NA	4	--	20	29	--	80	67	--	NA	0
White	30	1188	37668	100	99	99	574	565	569	NA	2	1	3	13	13	93	84	85	3	1	1
Students with Disabilities	NC	276	8943	NC	97	92	NC	490	495	NC	11	11	NC	53	51	NC	35	38	NC	1	1
Students without Disabilities	44	2287	70791	100	99	100	576	560	561	NA	3	2	5	13	15	93	83	83	2	0	0
Limited English Proficient Students	NC	259	9138	NC	95	97	NC	469	492	NC	25	13	NC	42	46	NC	33	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	14	1246	33718	100	98	97	567	543	538	NA	6	5	14	20	26	86	74	69	NA	0	0
Non-Economically Disadvantaged	31	1317	46016	100	100	100	578	563	567	NA	3	2	NA	14	14	97	82	84	3	1	1

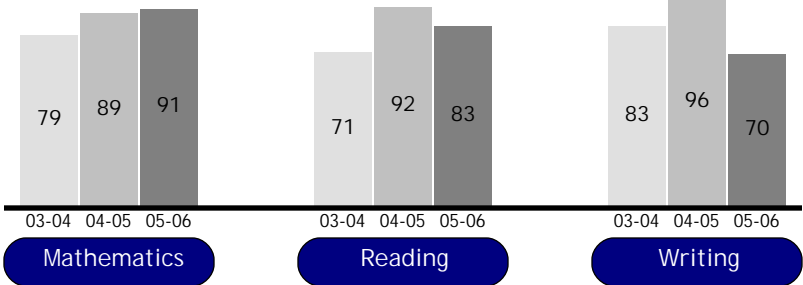
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

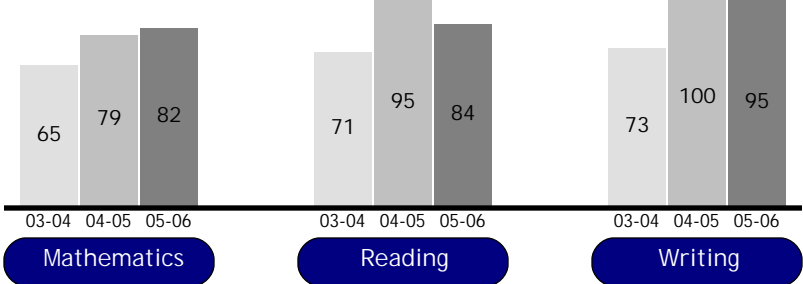
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	70	NA	58	96	56	40	47	100	68	35	46
	Language	97	61	44	50	96	60	40	47	100	67	35	48
	Mathematics	97	77	57	64	100	66	41	50	100	58	39	52
3	Reading	97	66	NA	55	100	62	40	44	100	68	37	46
	Language	97	73	56	61	100	65	40	44	100	65	39	46
	Mathematics	97	66	53	61	100	68	44	51	100	73	43	52
4	Reading	97	74	NA	56	100	60	42	48	100	68	44	52
	Language	98	64	48	52	100	64	44	49	100	72	44	52
	Mathematics	98	80	54	61	100	68	45	53	100	73	48	58
5	Reading	98	72	NA	55	100	68	47	50	100	78	48	56
	Language	98	67	45	49	100	72	48	50	100	75	44	54
	Mathematics	98	86	57	63	100	64	44	49	100	70	41	52
6	Reading	100	71	NA	56	100	69	48	51	100	78	52	56
	Language	100	62	44	48	100	71	45	47	100	75	46	50
	Mathematics	100	86	60	66	100	75	46	52	100	78	50	58
7	Reading	98	71	NA	54	100	69	47	50	100	79	48	54
	Language	100	78	54	58	100	72	51	52	100	85	52	58
	Mathematics	100	84	55	62	100	69	46	50	100	80	46	54
8	Reading	100	76	NA	55	100	73	49	51	100	79	54	58
	Language	100	76	45	52	100	74	48	50	100	78	50	56
	Mathematics	97	87	55	61	100	71	49	53	100	73	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Abraham Lincoln Traditional School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.75
Other Professional Staff	1.25	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	8	1	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Specialists
- ü Project Potential/ Gifted
- ü Computer and Science Lab
- ü Library Services

Extracurricular Activities

- ü Chess Club
- ü Before and After School Remedial Classes
- ü National Junior Honor Society
- ü Student Council
- ü Boys and Girls After School Sports
- ü Technology Club

Social Services

- ü After School Child Care
- ü Community Education Classes
- ü Recreational Activities
- ü Guild Family Events

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Stakeholders participated in the School Improvement Process by: Development and implementation of an action plan that addresses the needs of all learners and provides strategies for meeting the needs of diverse learners.
- ü Stakeholders participated in the School Improvement Process by: Implementation of learning teams.
- ü Teachers implemented the revised language arts curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Virginia Voinovich	(602) 896-6300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Basil Rabayda	(602) 896-6300
Student Health/Nurse	Angie Reilly	(602) 896-6310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.